

Evidence-Based Decisionmaking Process and Cycle

The REL Southeast is operated by SERVE Center at the University of North Carolina at Greensboro and serves the states of Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. SERVE Center has supported its region's education community for over eighteen years through research, development, evaluation, technical assistance, training and dissemination efforts.

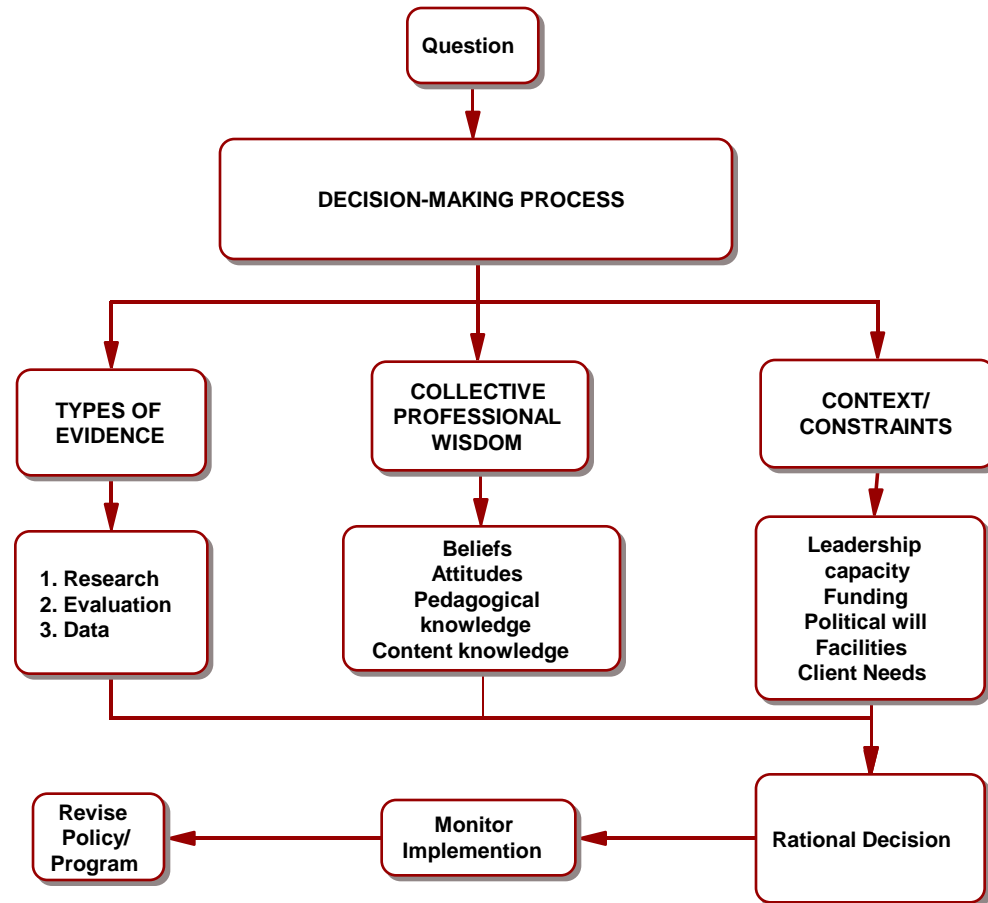
The portfolio of work planned by the REL Southeast is based on its region's most pressing needs for scientifically based information as identified through annual assessments, market research analysis, and by direct requests for technical assistance by local and state education leaders and others in the education community.



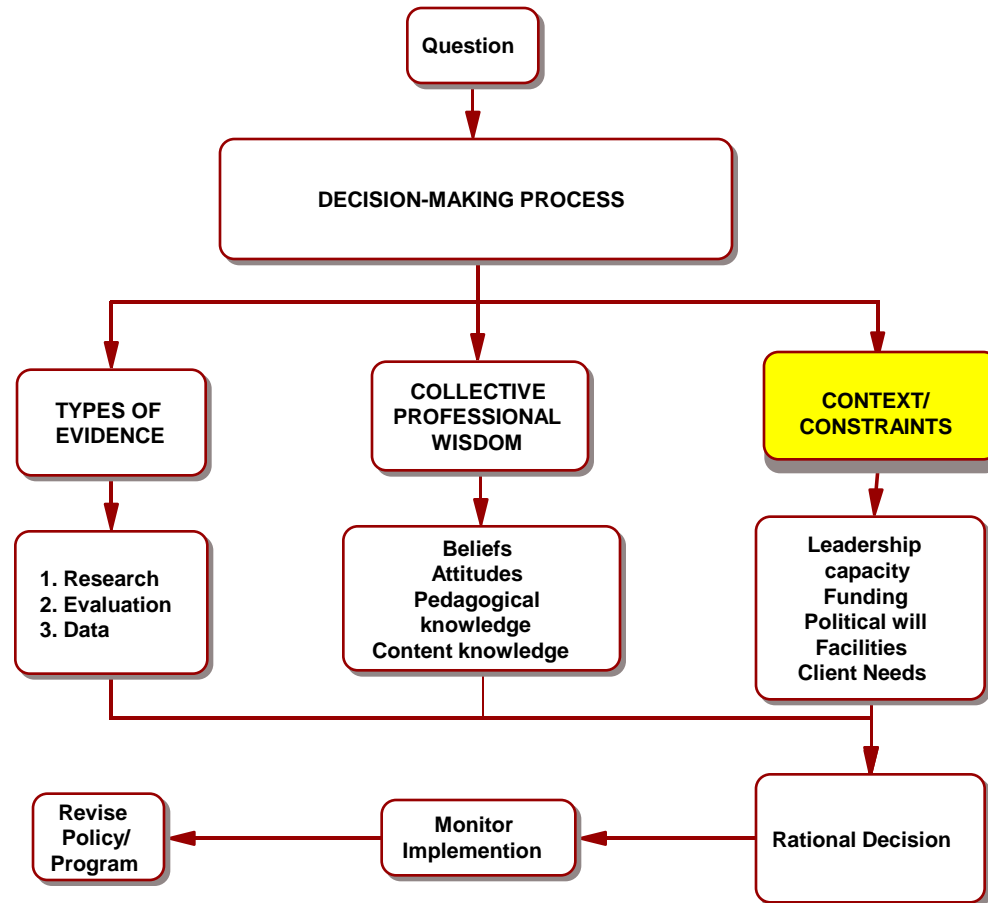
The Regional Educational Laboratory (REL) - Southeast's Consortium of Educators for Evidence-Based Education (CEEBE) is funded by the U.S. Departments of Education's [Institute of Education Sciences \(IES\)](#) under contract number ED-06-CO-0028. The REL-Southeast is administered by the SERVE Center at the University of North Carolina at Greensboro. The content of this site does not necessarily reflect the view or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

How Do We Make Evidence-Based Decisions?

Evidenced-Based Decision Making (EBDM)



The First Component of EBDM



Context and Constraints

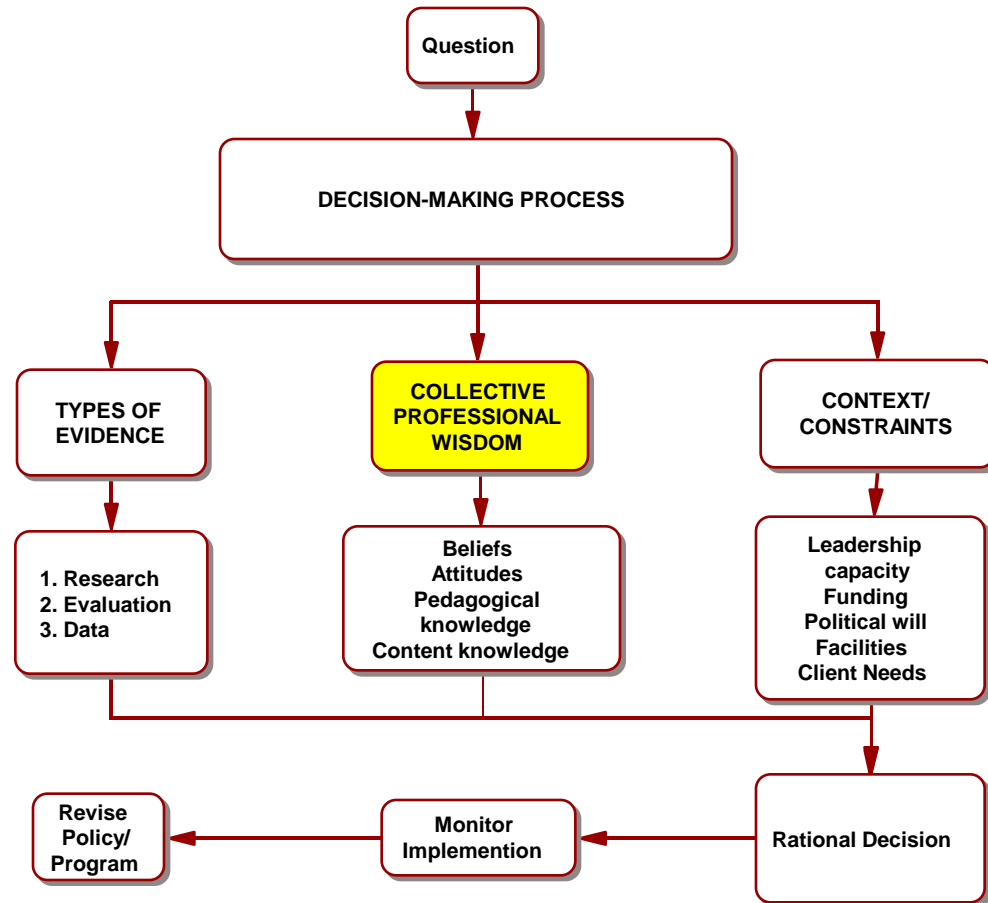
Context: The conditions within which something occurs such as setting, leadership capacity, student needs, and so on.

Constraints: Restrictions and limitations such as funding, facilities, and so on.

What are some contextual considerations around decision making in education?

- ▶ Policy (Federal, State, Local)
- ▶ Political will
- ▶ Public opinion
- ▶ Teacher and other organizations
- ▶ Bureaucracy
- ▶ The law
- ▶ Urgency, emergencies, and AYP status...

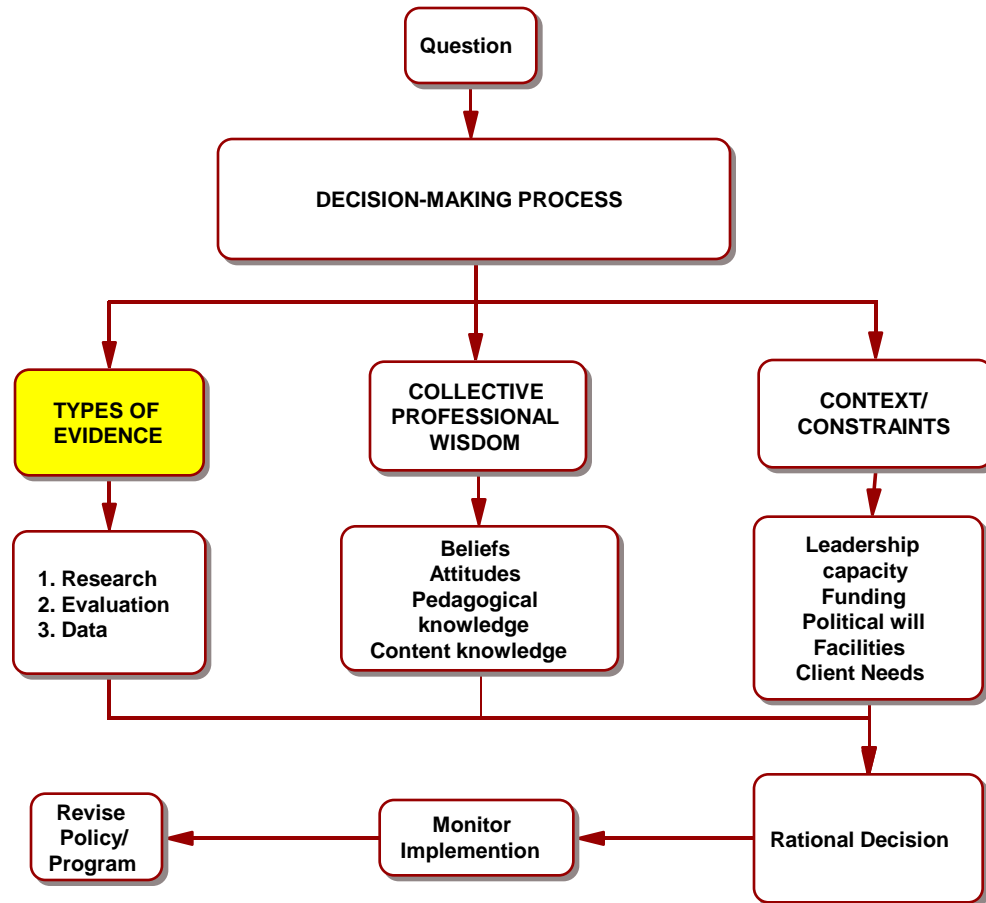
The Second Component of EBDM



Collective Professional Wisdom

- ▶ **Beliefs**
- ▶ **Attitudes**
- ▶ **Pedagogical Knowledge**
- ▶ **Content Knowledge**

The Third Component of EBDM



Types of Evidence

- ▶ **Research**
- ▶ **Evaluation**
- ▶ **Data**

Research

1. Is the study relevant to us?
2. Is this a rigorous study?
3. Does this study meet the standard of objectivity?
4. Have the results been replicated?
5. Is it statistically sound?
6. Are the conclusions firmly supported by the evidence?

Evaluation

High Quality Evaluation:

- ▶ Adheres to high standards of quality
- ▶ Describes adequately the programs to be evaluated

Evaluation

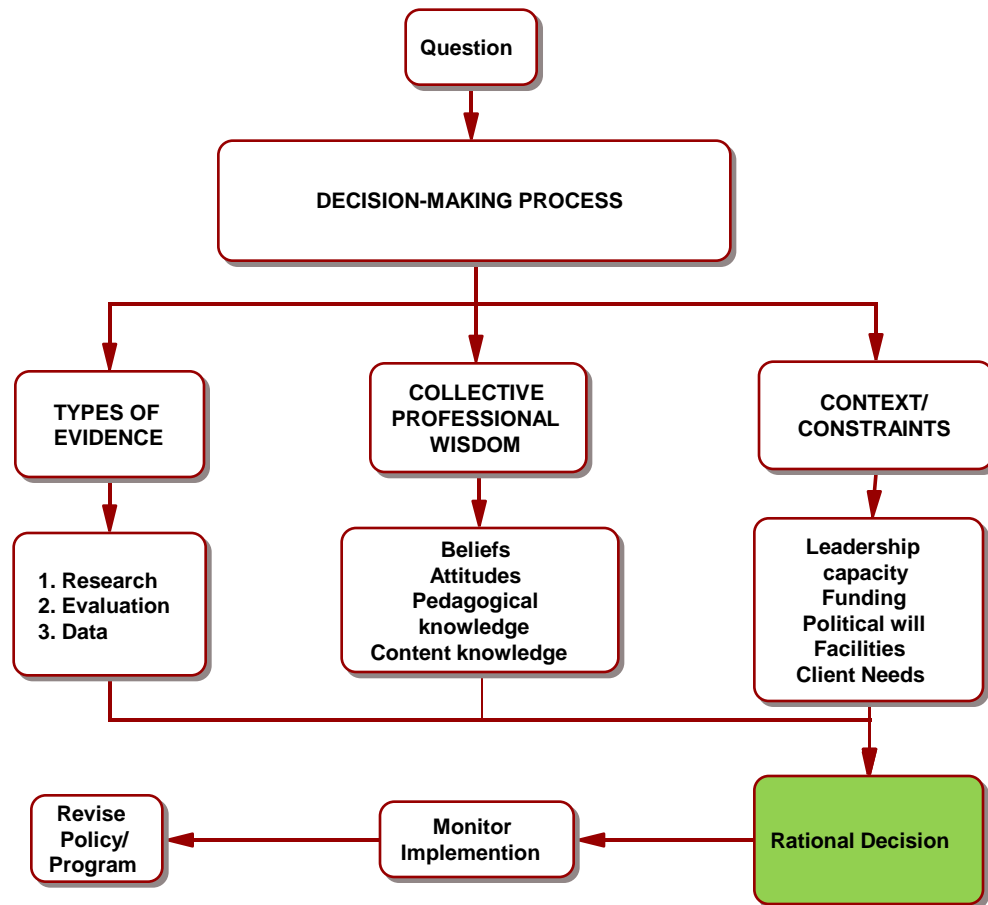
High Quality Evaluation:

- ▶ Employs experimental designs
- ▶ Studies program implementation
- ▶ Analyzes results

Data

- ▶ **Performance Assessment**
- ▶ **Achievement**
- ▶ **Demographic**
- ▶ **Process**

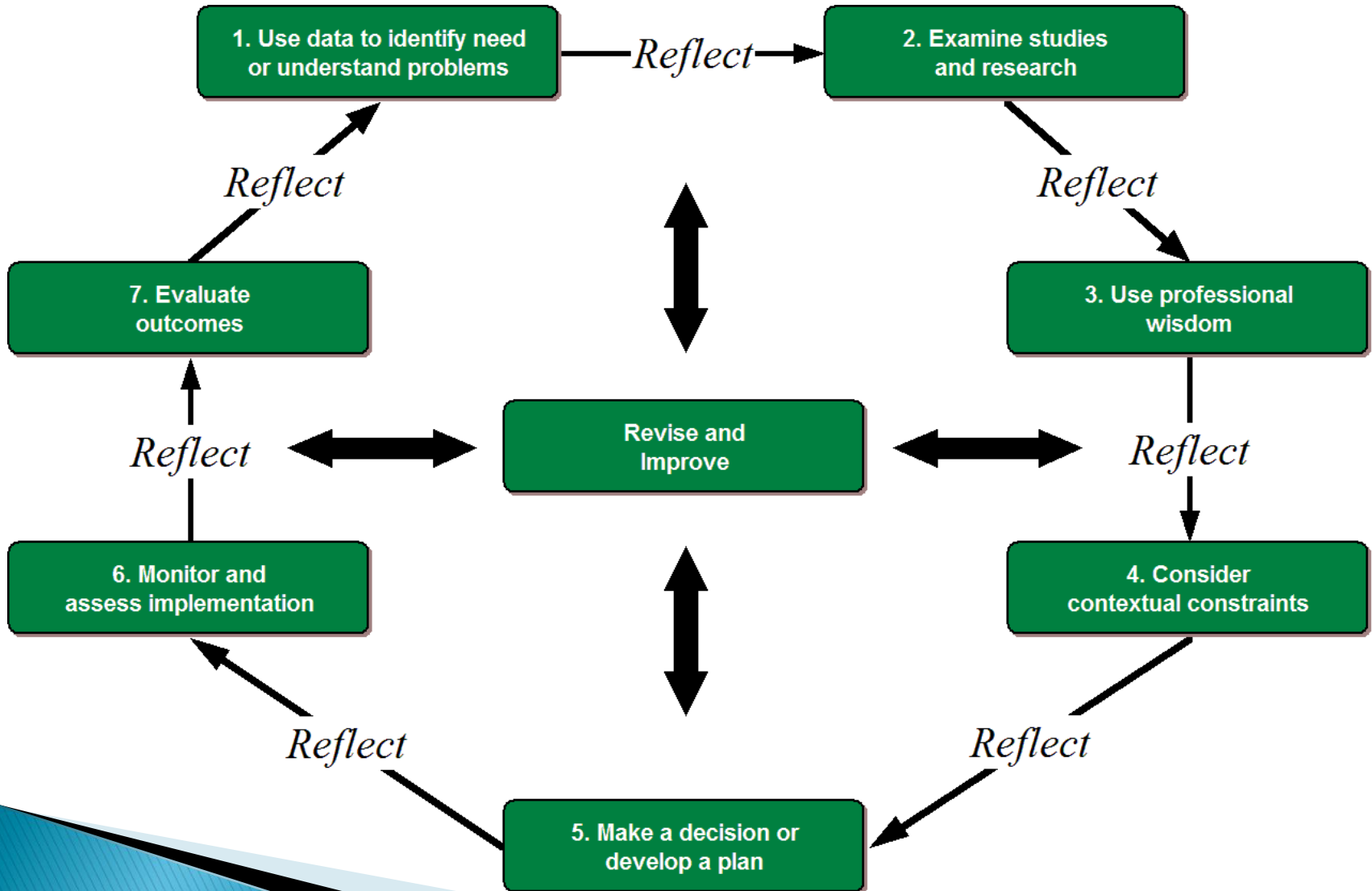
Rational Decision



THE EVIDENCE BASED EDUCATION FORMULA

$$\begin{aligned} &\text{Professional Wisdom} \\ &+ \\ &\text{The Best Empirical Evidence} \\ &= \\ &\text{Sound Decisions About} \\ &\text{Programs, Practices, and Policy} \end{aligned}$$

An Evidence-Based Decisionmaking Cycle



If a strong evidence base
does not exist . . .

- ▶ **Adopt An Experimental Attitude**
- ▶ **Initiate Your Own Field Research**



“We need policymakers, educators, and concerned citizens to see the value of rigorous evidence, to turn to it when difficult decisions arise, and to insist that new policies that can’t wait for evidence be tested as they are implemented. That requires a transformation in the way education is conducted.”

Whitehurst, 2004
